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correcting hand on the wrong child, and trouble began. He was summoned before the school committee and rudely dismissed, the dismissal to take effect at the end of the session. And worse still, his humiliation was made the deeper by their offering the position of superintendent to his assistant. But this young assistant, to his honor be it said, declined to accept, and I now make this public mention of his action as a kind of monument to his memory. When the committee's action became known, the whole town was aroused, and the head of the school and the school committee were the subject of many a heated controversy. On street corners, in the barber shop, at the postoffice, in the stores, at the homes, and everywhere in town the people talked about this school trouble. The women talked it too, and, like the men, took sides one way or the other. Those whose children had been disciplined, with a few honorable exceptions, took sides with the committee. Fully nine-tenths of the population were in favor of the teacher, but the committee knew its power and stubbornly used it, and refused to heed petitions, or to rescind its action.

Could there have been a referendum, the people would have overwhelmingly dismissed the committee and retained the teacher. But the committee, dominated by one man, refused to yield and the teacher had to go.

That summer, the day after the school closed, as the teacher was walking the streets of the little town he began to run over the incidents in his life since coming there to teach. His first visit to the town, the promise of loyal support by the committee, the encouraging words of the citizens, the increasing enrollment from year to year, the tax money to help the school along, and then the generous gifts of the people that made possible "the large and commodious" schoolhouse in recognition of his successful career,—all these came back to him with saddening and mocking reality; and then, coming to himself, he saw just across the way the building of which he and the townspeople had been so proud.

It was a bitter moment for him as he looked at it for the last time, went to his boarding place, and left town the next day, never to return.

All this trouble and breaking up of a successful school were due to the selfishness and personal spite of one man who dominated a school committee. Maybe the reader thinks he knows the town in spite of slight changes and colorings I have given the story in order to hold back the name. Did you ever know anything like this to happen in a North Carolina town in recent years? This particular case happened in New Bern nearly one hundred and fifty years ago!

The reader is referred to North Carolina *Colonial Records*, Vol. IX, pages two hundred and thirty-eight to two hundred and forty-three.

BRITISH OPINION OF MODERN LANGUAGE STUDY

IN August, 1916, the then prime minister of Great Britain, Mr. Asquith, appointed a committee of distinguished men to inquire into the position of modern languages in the educational system of the British nation. The report of this committee, which has recently been made public, will occupy a large place in the literature dealing with modern-language study. Being so exhaustive and thorough in its treatment of the problem at hand, it will give an impetus to the "modern-side" thought of British education and will stimulate immeasurably the educators of not only the United States but also of the world at large as they come to devise plans for educational readjustment now that the war is over.

To French the report gives first place as an influence shaping modern civilization, and in particular as affecting Great Britain. It uses these words: "French is by far the most important language in the history of modern civilization. . . . From every point of view French is, for us, above all, the most important of living tongues."

English literature as an art the report considers to be without a peer among modern languages.

The attitude toward German as a modern language is interesting and significant. So far as English-speaking peoples are concerned, "after the war the importance of German must correspond with the importance of Germany. If Germany after the war is still enterprising, industrious, highly organized, formidable no less in trade than in arms, we cannot afford to neglect her or ignore her for a moment; we cannot leave any of her activities unstudied. The knowledge of Germany by specialists will not suffice; it must be widespread throughout the people."

Coming back to it again from another angle, the committee says: "It is of essential importance to the Nation that the study of the German language should be not only maintained, but extended."

If this committee, after its thorough and extended study of the question seems so sure of its ground as concerns the modern languages is it not wisdom for us here in the United States to look well to our elementary and secondary programs of study and see that they contain a sufficient and well-chosen group of topics related to the lives, customs, and languages of modern European peoples?—L. A. W.